ED100977 TM004095

Process Evaluation in the Behavior Oriented Prescriptive Teaching Approach.

Publ. Date: Oct 73 Note: 49p.; Presented in Symposium at the Annual Meeting of the Mid South Education Research Association (2nd, November 1973). Not available in hard copy due to marginal legibility of the appendices

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors: Community Involvement/ Computer Programs/ Educational Accountability/ Effective Teaching/ *Elementary Education/ Evaluation Methods/ *Family Programs/ Feedback/ *Formative Evaluation/ *Home Instruction/ Learning Activities/ Observation/ Parent Participation/ Program Evaluation/ Self Evaluation/ *Student Teacher Relationship/ Summative Evaluation/ Teacher Evaluation

Identifiers: *Behavior Oriented Prescriptive Teaching Approach

This symposium focuses on the development and uses of a comprehensive evaluation system within a long-term research and development project in primary education. Issues and problems associated with this development over the past four years are discussed. These issues and problems include: (1) educational accountability; (2) parent participation, (3) instrument development, (4) psychological and sociological concerns of those evaluated, (5) computer uses and feedback lag, (6) relationship of evaluation to the objectives of the program, and (7) uses of both process and product evaluation data in program improvement. The process of developing a responsive evaluation system to be discussed provides a comprehensive case history of a pragmatic effort to use scientific procedures in the improvement of educational opportunities for young children. The program used to demonstrate this development process is one of 22 Follow Through programs. The particular program is called "The Parent Supported Application of the Behavior Oriented Prescriptive Teaching Approach." (Author)

ED100907 SP008834

The Salem Teacher Education Model: STEM; A Modular Follow-Through Approach within a Field-Laboratory Model.

Speers, John; McAllister, Gary

Salem Coll., W. Va. Dept. of Education.

Publ. Date: 74 Note: 60p.; Paper presented at the National Council for Social Studies (Chicago, Illinois, 1974)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors: *Field Experience Programs/ *Laboratory Training/ *Models/ Performance Based Teacher Education/ *Preservice Education/ Teacher Centers/ *Teacher Education

Identifiers: *Salem Teacher Education Model/ STEM

The Salem Teacher Education Model (STEM) is a cooperative endeavor by Salem College, West Virginia, in partnership with the Harrison County Teacher Education Center and four West Virginia Public School Systems to design the best possible educational opportunities for pre-student teachers, student teachers, and teachers in West Virginia. STEM was designed to contribute toward a solution of the recruitment-retention problem, to utilize and maximize the talents of the students, and to build a more comprehensive teacher education program. The curriculum design is a totally modular, professional, laboratory- and field-oriented model encompassing a complete preservice screening device, cocurricular minimodular experiences, and an accountability instrument for evaluation purposes. The objectives of the program can be placed in four goal categories: (a) providing diagnostic, laboratory, field, and clinical experiences for the pre-student teacher with emphasis on the practical aspects of teaching; (b) providing preservice experiences for the student teacher with emphasis on experimental and innovative programs; (c) encouraging personal enrichment through a series of intermittent miniclinical experiences; (d) following through in a program that consists of a component to help new teachers face and solve beginning teacher problems; and (e) providing a school services program for cooperating school systems emphasizing skill development for public school teachers. (Author/HMD)

ED100526 PS007670

Social Services in Early Education: Head Start, Day Care, and Early Education Schools.

Mueller, Jeanne; Morgan, Harry

Publ. Date: 74 Note: 98p.

Available from: M.S.S. Learning Corporation, 655 Madison Avenue, New York, New York 10021 (in press)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors: Community Services/ Cross Cultural Studies/ *Early Childhood Education/ Educational Innovation/ Handicapped Children/ Health Services/ Nutrition/ Parent Participation/ *Policy Formation/ *Program Development/ Program Improvement/ Psychological Services/ *School Community Relationship/ *Social Services/ Staff Role/ Values

Identifiers: *Project Head Start/ Sweden

This paper presents some practical ideas for providing social services through local programs for young children. Identified and evaluated are educational, health, and social services, (viewed as essential components of a responsible child care system) and the efforts of the large national demonstration programs (Head Start, Parent-Child Centers, and Follow Through). Chapter 1 presents some of the key policy decisions confronting planners of early childhood education programs and highlights the many 'value dilemmas' implicit in the decision-making process. Chapter 2 outlines the ways in which supportive services (health, nutrition, psychological, and social) can contribute to the realization of program goals. Chapter 3 offers suggestions and examples to social workers for promoting a program of partnership between the family and the school. Chapter 4 provides a description of child care in Sweden, and Chapter 5 documents, in the form of a log, the process involved in one project director's attempt to introduce and promote organizational innovation. This guide is designed for use by persons who must plan local programs, who must review proposals for such programs, and especially for people newly entering the social service professions and who are particularly concerned with day care and early childhood education. (CS)

ED100492 24 PS007573

The Florida Parent Education Early Intervention Projects: A Longitudinal Look.

Gordon, Ira J.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Florida Univ., Gainesville. Coll. of Education.

Sponsoring Agency: Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.; National Inst. of Education (DHEW), Washington, D.C.

Publ. Date: Jan 75 Note: 36p.; Adapted from paper presented at the Merrill-Palmer Conference on Infant Education (Detroit, Michigan, February 1973)

Available from: Publications Office/IREC, College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 125, $1.60)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors: Emotional Development/ Group Experience/ *Home Visits/ Infants/ *Intervention/ *Longitudinal Studies/ Mother Attitudes/ Paraprofessional School Personnel/ Parent Child Relationship/ *Parent Education/ Preschool Children/ *Program Evaluation/ Self Concept/ Sex Differences/ Socialization/ Standardized Tests

Identifiers: *Parent Education Project/ PEP

This article presents a longitudinal analysis of the Florida Parent Education Programs which were designed to provide intervention services to socioeconomically disadvantaged parents of young children through home visits by paraprofessional personnel. The programs include the: (1) Parent Education Project (PEP); (2) Early Child Stimulation through Parent Education Project; (3) Home Learning Center Project; (4) Instructional Strategies in Infant Stimulation Project; and (5) Project Follow Through. Data were collected from children, ages 1-6, who had entered the programs since 1966 and had participated from one to three years. Skills and attitudes of the mothers were also assessed. Descriptions of the projects' effects on the participants are given. The measurement design included experimental and control groups, assessed by standardized tests, interviews and Parent Educator Weekly Report Forms. The results indicate that the parent education approach has had lasting effects on the children and on some aspects of family life. (SDH)

ED097355 95 TM003983

Assessment Using an Observation Procedure in the Cognitively Oriented Curriculum.

Love, John M.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: Apr 74 Note: 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: *Classroom Observation Techniques/ Cognitive Development/ *Cognitive Measurement/ Cognitive Processes/ Elementary School Curriculum/ Interaction/ Program Evaluation/ *Teacher Behavior

Identifiers: Follow Through/ Systematic Classroom Observation/ Pupil Experience/ Systematic Classroom Observation Teacher Experience

In the High/Scope Cognitively Oriented Curriculum, teachers create an environment in which students develop and apply cognitive capacities in the areas of classification, seriation, spatial and temporal relations and in the process of representation to the widest range of materials and subjects. Learning takes place through the child's manipulation and experimentation with objects and through his experiences with the cognitive goal areas incorporated into his activities by the teacher. The observation procedure used is SCOPE (Systematic Classroom Observation of Pupil Experience) and consists of six broad categories: (1) child-adult contacts, (2) child-child contacts, (3) child-material contacts involving reading or writing, (4) child-material contacts not involving reading or writing, (5) none, and (6) group size. A separate instrument for coding teacher behavior, SCOTE, was also created. Since classroom behaviors are directly relevant to curriculum goals, observational data can be used for assessing success in meeting those goals. The intensive data on individual children may serve a useful formative function since a profile of the interaction patterns of the children can be provided to the teacher. (Author/RC)

ED097131 PS007570

Head Start and Follow Through, 1972-1974: An ERIC Abstract Bibliography.

Lufsky, Patti, Comp.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Publ. Date: Oct 74 Note: 61p.

Available from: Publications Office, I.R.E.C., College of Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 122, $2.00)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors: *Annotated Bibliographies/ Child Development/ Cognitive Development/ *Compensatory Education Programs/ Disadvantaged Youth/ *Early Childhood Education/ Educational Innovation/ *Federal Programs/ Intervention/ Measurement Instruments/ Parent Participation/ *Preschool Programs/ Preschool Tests Program Descriptions/ Program Evaluation

Identifiers: Project Follow Through/ Project Head Start

This selective abstract bibliography cites 123 recent ERIC documents about Project Head Start and Project Follow Through. Included are reports of research and evaluation and program descriptions. Entries were taken from "Research in Education" (RIE) and from "Current Index to Journals in Education" (CIJE), January 1972 through August 1974. The bibliography is divided into three sections: Head Start, Head Start Test Collection, and Follow Through. (SDH)

ED096781 EC062940

Summary Analyses of Five-Year Data on Achievement and Teaching Progress with 14,000 Children in 20 Projects. Technical Report 73-2, Preliminary Report.

Becker, Wesley C.; Engelmann, Siegfried

Oregon Univ., Eugene. Dept. of Special Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Grant No.: OEG-070-4257(286)

Publ. Date: Dec 73 Note: 54p.; For related document see EC 062 939

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors: *Academic Achievement/ Disadvantaged Youth/ *Economically Disadvantaged/ Educational Programs/ *Exceptional Child Education/ Intelligence Quotient/ Kindergarten/ Mathematics/ *Primary Grades/ *Program Effectiveness/ Reading

Identifiers: DISTAR/ *Engelmann Becker Follow Through Model

The technical report provides preliminary findings on the academic achievement of over 9,000 kindergarten through grade 3 children (78 percent economically disadvantaged) involved in the Follow Through program, a structured program of academic instruction based on the principles and materials (DISTAR) of S. Engelmann and W. Becker. The following results are reported: (1) poor children starting the program in the kindergarten leave third grade with average grade level scores on the Wide Range Achievement test of 5.21 in reading, 3.86 in arithmetic, and 3.74 in spelling; (2) poor children starting the program in first grade leave third grade with average grade level scores of 4.53 in reading, 3.55 in arithmetic, and 3.37 in spelling; (3) poor children starting the program in kindergarten have a projected IQ gain of 9.1 points which is maintained through grade 3; (4) poor children starting in first grade have a projected IQ gain of 8.55 points which is cumulative over each grade; and (5) scores on the Metropolitan Achievement Test in grade 3 are at or above grade level in most subtests. The model is described as including increased manpower in the classroom and a structured daily routine. The major portion of the report consists of statistical analyses and graphs showing student progress. (DB)

ED096780 EC062939

Program Description and 1973 Outcome Data: Engelmann-Becker Follow Through Model.

Becker, Wesley C.; Engelmann, Siegfried

Oregon Univ., Eugene. Dept. of Special Education.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Grant No.: OEG-070-4257(2_6)

Publ. Date: 73 Note: 45p.; For related document see EC 062 940

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors: *Academic Achievement/ Disadvantaged Youth/ *Economically Disadvantaged/ Effective Teaching/ *Exceptional Child Education/ Instructional Materials/ Intelligence Quotient/ Kindergarten/ Mathematics/ *Primary Grades/ *Program Descriptions/ Program Effectiveness/ Reading

Identifiers: DISTAR *Engelmann Becker Follow Through Model

Described is the Follow Through academic program based on the principles and materials (DISTAR) of S. Engelmann and W. Becker, and reported are results of program use over a 4-year period with 9,152 primary grade children (78 percent economically disadvantaged). The program description includes teaching procedures; program objectives; class schedules; staffing requirements; principles of class management; descriptions of the DISTAR reading, arithmetic, and language programs; the parent role; teacher training strategies; and the use of biweekly reports and continuous progress tests as monitoring procedures. Results of testing are given separately for the disadvantaged students and the entire group. Compared with national norms is achievement of Ss on the Wide Range Achievement Test in reading, spelling, and arithmetic; the Metropolitan Achievement Test (MAT); and the Slossen Intelligence Scale. Among results given are reading achievement by poor children starting the program in kindergarten at the 5.2 grade level by the end of third grade, average gain per grade in arithmetic of 1.02 grade levels, a gain of 9.6 IQ points during the kindergarten year which was maintained through the primary grades, and grade level or above performance on all MAT tests except reading comprehension by the end of grade 3. Also described are the teacher training format and attempts to correlate teacher performance with child performance. (DB)

ED090037 95 RC008065
Study of the Community Impact of the Hopi Follow Through Program. Final Report.
Wax, Murray L.; Breunig, Robert C.
Kansas Univ., Lawrence. Dept. of Sociology.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Bureau No.: BR-2-0647-FR
Grant No.: OEG-0-72-3946
Publ. Date: Oct 73 Note: 65p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: *American Indians/ Anglo Americans/ Community Influence/ Culture Conflict/ Definitions/ English (Second Language)/ *Interaction/ *Parent Attitudes/ *Parent Participation/ Program Evaluation/ *School Community Relationship
Identifiers: Arizona/ *Hopis/ Project Follow Through
The social and cultural distance between the schools serving American Indian children and their communities has been viewed as the source of many of the basic problems in Indian education. In 1968 the Hopi Indian Tribe of Arizona instituted a Follow Through Program to provide for such parental involvement in their schools' educational processes. This study looked at how Hopi parents defined formal education and the school and how that definition was affected by participation in the school program via Follow Through. Between 1970 and 1972 studies were made of Hopi attitudes toward formal education utilizing participant observations and semi-formal interviews. P. T. A. meetings, classrooms, teachers' and principals' meetings were observed. Using a standard questionnaire, 178 parents were interviewed. As a result of Hopi-Anglo interactions within the school context for the past 100 years, Hopi parents defined the schools as Anglo institutions where their children are sent to learn Anglo skills, especially English. Parental involvement via the Follow Through Program did not significantly change his definition because the program, designed and implemented from without the community, tended to reinforce and perpetuate the basic patterns of Anglo-Hopi interactions. (Author/NQ)

ED090007 PS007472
Language and the Cultural Life of a Child. (Lenguaje y Cultura de La Vida de un Nino).
Buckenmeyer, Robert
Publ. Date: Apr 73 Note: 26p.; Paper presented at the International Multi-lingual Multi-cultural Conference (1st, San Diego, California, April 1973). Spanish-English Edition
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Behavior Problems/ Demonstration Programs/ *Early Childhood Education/ Educational Problems/ *Guidelines/ *Identification/ Learning Activities/ Parent Participation/ *Problem Children/ Program Development/ Public Relations/ Resource Guides/ School Community Relationship/ *Screening Tests/ Special Health Problems/ Testing
Identifiers: *Early Screening Program/ ESP
These guidelines offer information necessary to define, organize, and implement a screening program for preschool children that identifies suspected physical, behavioral, and educational problems that may interfere with children's ability to achieve success in school. An Early Screening Program (ESP) utilizes testing devices to aid problem identification; intervention is initiated on the basis of the test results. A description of procedures for organizing an ESP involve a discussion of school and community cooperation, the roles of the primary initiators and implementor of the ESP, and the use of consulting services. Public relations aspects, procedures and resources for follow-through, determination of program structure, a training program for test administration, and parent relations are facets of program implementation outlined. The three appendixes contain suggestions for learning activities in followup, a directory of resources, a survey of screening instruments and procedures, and descriptions of four program models. (SDH)

Postscript

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 16 clearinghouses sponsored by the National Institute of Education to provide information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education (such as early childhood, teacher education, languages and linguistics), are located at universities and institutions throughout the United States.

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The Early Childhood Education Clearinghouse (ERIC/ECE) distributes a quarterly newsletter which reports on new programs and publications and RIE documents of special interest. For a complete list of ERIC/ECE publications, or if you would like to subscribe to the Newsletter, write: ERIC Clearinghouse/Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801.

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